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ABSTRACT

The study was designed to test the effectiveness of three media approaches in presenting home economics career information to students. Taped interviews with three home economists in the fields of food service, child care, and fabric and fashion served as the basis for developing the presentations: (1) a tape recording, (2) tape-slide presentation, and (3) printed career capsules developed from the interviews. High school sophomores in core classes were selected for field testing. Using pretests and post-tests, instruments were developed to determine students' knowledge and feelings about these career areas, their feelings about ways to learn them, and their perceptions of what they had learned and how they learned best. Variables in analyzing the data were type of media, career cluster, and sex of respondent. Results of the 125 students tested did not indicate any consistent differences with respect to effectiveness among the media. Although certain dissimilarities were found, no trends throughout the entire study were apparent. The slide-tape was preferred by both students and teachers who felt this to be the most effective approach to learning. Production costs for tape, slide-tape, and career capsules are included, and the topics suggested for interviews and the test instruments are appended. (RG)

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COMPARISON OF THREE MEDIA PRESENTATIONS OF SELECTED HOME ECONOMICS OCCUPATIONS

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OF SELECTED HOME ECONOMICS OCCUPATIONS

Young people today often are found to be suffering from varying degrees of occupational illiteracy. Their limited concepts of the variety of job and career opportunities in various career areas is well documented. The student's potential for making decisions which vitally affect his life are limited when he is not aware of the alternatives available to him as he makes his career choices.

Teachers are often the source of information for young people when they wish to attain new and accurate information about career areas. Yet with the constant change in careers it is difficult for teachers to be aware of the many possibilities in established and emerging careers. This is especially true of teachers in diversified vocational programs. Therefore teachers have been searching for current materials which they can use to individualize the curriculum. Relevant materials could do much in the battle against occupational illiteracy for both teachers and their students.

Hoyt, Evans, Mackin and Mangum have identified career education as the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems and to implement these values in their lives in such a way that work becomes possible, meaningful and

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satisfying to each individual (1972, p. 8). Finding means to present career opportunities to young people so that career education will be meaningful is important.

When 40 students were presented with open-ended questions about the career opportunities in Home Economics Related Occupations by one of the researchers in the fall of 1973 the students could name ten to fifteen. However, the career ladders established for home economics in Arizona indicate over 250 possible careers. This lack of information can seriously limit a young person's decision making potential.

Hoyt, et. al. (1972, p. 22) suggest that the world outside the classroom is rich with learning situations. Many of the practical matters in Arizona related to distance, availability of career models in certain locations and the relation of school hours to business hours can limit the accessibility of situations to help young people learn about careers in home economics.

In order to avoid oversaturation of the work world with participants and observors, in order to bring the world of work to remote areas, in order to bring the world of work into the classroom some media approaches might be used. Educators are urged to use a variety of media approaches in presenting career information to students. Very little appears to have been done, however, to ascertain which media approaches are effective under various

circumstances. Instructional product research has only recently been accepted as an area for study for its contribution to student learning (Baker and Schutz, 1972).

This study focused on three media approaches used with three career areas in home economics. The three media approaches included cassette tapes of interviews, slide-tape presentations of the interviews and printed career capsules developed from the interviews.

Research Questions

This study was designed to secure data to help answer the following questions for careers in home economics:

1. Were there differences in effectiveness of the media approaches in producing student cognitive learning, based on pre and posttest scores?
2. Which media approach seemed most effective in producing cognitive learning, based on differences between pre and posttest scores, in male students? in female students?
3. Which media approach seemed most effective in producing student interest in the three career areas, based on differences between pre and posttest scores?
4. Which media approach seemed most effective in producing interest, based on differences between pre and posttest scores, in male students? female students?

5. Which media approach do students indicate they think they learn best from?
6. Which media approach do students indicate they prefer to use in learning?
7. Which media approach do teachers indicate they think students learn the most from?
8. Which media approach do teachers indicate they prefer to use in teaching?
9. What is the cost of each media approach?

Hypotheses

The following null hypotheses were tested using analysis of variance:

1. the difference between pretest and posttest scores on cognitive learning of students is the same among tape, slide-tape and career capsule presentations for each of three career areas - food service careers, child care careers and fabric and fashion careers.
2. the difference between pretest and posttest scores on interest of students is the same among tape, slide-tape and career capsule presentations for each of three career areas - food service careers, child care careers and fabric and fashion careers.
3. the difference between pretest and posttest scores on cognitive learning is the same among males and females for each

of three career areas - food service careers, child care careers and fabric and fashion careers.

4. the difference between pretest and posttest scores on interest is the same among males and females for each of three career areas - food service careers, child care careers and fabric and fashion careers.
5. there is no interaction between type of sex and type of media presentation for each of three career areas - food service careers, child care careers and fabric and fashion careers - when difference between pretest and posttest scores on cognitive learning is used as the dependent variable. That is, any difference between males and females remains constant among all three types of media presentations.
6. there is no interaction between type of sex and type of media presentation for each of three career areas - food service careers, child care careers and fabric and fashion careers - when difference between pretest and posttest scores on interest is used as the dependent variable.

Participating Sample

Six schools with enrollments of 50 or more sophomores were selected in which to test the three media approaches - three urban and three rural schools. Of these, three urban and two rural schools completed the testing. The urban schools were all in the Tucson area. The rural schools were within a 75 mile

radius of Tucson.

Vocational coordinators in the urban schools were contacted. These coordinators made arrangements with teachers of sophomore core courses in their districts to secure participants. The sophomore classes in this self selecting sample included a Biology class, an English class and a Social Studies class.

Principals or superintendants of the rural schools were contacted, who in turn secured the consent of teachers of appropriate sophomore classes. Two English classes in this self selecting sample completed the testing.

Core courses were selected for the testing of the media because it was expected that students in these required courses would be representative of the sophomore population in the participating schools. It was expected that students in these classes would represent a cross section of academic abilities and that both sexes would be represented in the classes.

Seventy five usable returns were obtained from the urban schools and fifty usable returns from the rural schools.

Development of the Media

Media were developed for three career areas in home economics: food service, child care and fabric and fashion. Individuals recognized for competence in these areas identified persons

currently employed whom they considered to be role models for persons entering these career areas. The three persons identified by the advisors were contacted. Each agreed to do a taped interview and each agreed to be photographed in appropriate work situations.

Advisors in journalism and communication identified competent professional interviewers and photographers. These were contacted and an interviewer and a photographer were hired.

The three career role models and the interviewer were given a resume of the project and a list of questions suggested as bases for the interviews (Appendix A). The suggestions were based on the report of items secondary teachers, teacher educators and field practitioners from selected vocational areas rated most essential in vocational education (Murphy, undated). The media director met with the interview team to make introductions, answer questions and test equipment and voices. The interviews were conducted and taped. The tapes were evaluated by the media director for technical quality and professional content and edited.

The taped interviews were used as the basis for developing the story boards for the photographer to use in setting up shots for the slides. Slides of acceptable technical quality and professional content were selected and synchronized with the tapes.

A journalist who had had experience developing career education materials for schools was selected to write the career capsules.

The tape recordings were used as a basis for the career capsules in order to keep the content in the three media approaches comparable.

The completed media approaches were submitted to the professional advisors for evaluation. Criteria developed by the Occupational and Educational Information Committee, Subcommittee on Guidelines for Occupational Filmstrips of the National Vocational Guidance Association, were used (1971). Categories in the evaluation of content included work performed, work settings, potential personal rewards, entry requirements, advancement possibilities and occupational outlook. When the media were judged acceptable by the professional advisors they were duplicated for field testing.

Data Collection Instruments

Three instruments, together with pretest and posttest instructions (Appendix B and E), were developed. One was an instrument designed to secure data about students' knowledge of information about the three career areas (Appendix C). Another was an instrument designed to secure data about the students' feelings about the three career areas and their feelings about ways to learn about them (Appendix D). The third was designed to secure responses about students' perceptions of what they learned from the different media approaches and how much they liked each of the three media approaches (Appendix F).

The instrument to secure information about knowledge of the three career areas contained supply type items (Appendix C). Supply items tend to minimize guessing. Students are less likely to make up, where the answer is not known, answers for items than to randomly choose an answer in a selection item (Cross, 1973). Supply items also permit a wide sampling of knowledge. In summary, supply items were chosen because their use provides relatively high reliability and discrimination. In the free response pretest students were asked to supply information for each career area about the job description, subjects which help in each area, special skills needed, attitudes which would be helpful, work habits needed and amount and type of education needed. Cartoon characters were used to illustrate each career area in order to make the page more interesting for sophomore students. The posttest, instead of free response, was an association test. Instead of statements to be completed, columns were headed as follows: Job Description, Subject Matter, Special Skills, Attitudes, Work Habits, Education.

The instrument to secure students feelings about careers and ways to learn about careers was designed as a rating scale (Appendix D). The instrument used for both the pre and posttest to secure students feelings about careers and ways to learn about careers was designed as a rating scale. When teachers provide career education experiences for students, generally the hope is that

students will be interested, or will function at the responding level in the affective domain (Krathwohl, 1956). Three items were developed for each career area: one at a level considered to be acquiescence in responding, one at a willingness to respond level and the highest at the level of satisfaction in response. A five point scale, ranging from completely agree to totally disagree was used.

Three items on the instrument were designed similarly to ascertain students feelings about media and learning.

An additional posttest instrument was developed. It contained items designed to provide information about students perceptions of what they had learned and how they learned best. A second item was designed to provide information about how much they liked each career area and each media approach (Appendix F).

These instruments were critiqued by a graduate class in evaluation and revised. Each instrument was pilot tested in a career exploration class for juniors and revised.

The interview schedule for securing teacher reaction to each media presentation and the use of the media in their classrooms was developed (Appendix G). Records were kept of the costs involved in the preparation of the media.

Data Collection

Appropriate officials were contacted in school districts in or

near Tucson to secure cooperation in the project. Details of the project were explained, then, to appropriate administrators in the six accepting schools, questions were answered and the names of the classroom teachers responsible for testing the media were secured. The research procedures were explained to participating teachers. Numbers of students to be in the project and the dates and times when media could be tested were identified.

Materials were delivered to participating teachers in folders clearly marked with the time and directions for testing. The order in which each school tested the media/career materials is shown in Figure 1.

School 1	School 2	School 3 *
Capsule	Tape-Slide	Tape
Child Care	Food Service	Fabric & Fashion
Tape	Capsule	Tape-Slide
Food Service	Fabric & Fashion	Child Care
Tape-Slide	Tape	Capsule
Fabric & Fashion	Child Care	Food Service
School 4	**School 5**	**School 6**
Tape	Tape-Slide	Capsule
Foods	Fabric & Fashion	Child Care
Capsule	Tape	Tape-Slide
Fabric & Fashion	Child Care	Food Service
Tape-Slide	Capsule	Tape
Child Care	Food Service	Fabric & Fashion

* Did not complete testing

Fig. 1 Rotation Design Showing Order of Media/Career Presentations

The classroom teachers administered the pre-test and used the media in their classes. The posttest was administered by these teachers seven days after the use of the media in the classrooms. Teachers were interviewed at the time media and tests were picked up. Costs for each media presentation were computed.

Data Analysis

The free response pretest data and association posttest data were coded according to the key developed from each interview. (Appendix H).

In order to examine the first four research questions analysis of variance was used.

Student responses to how they thought they learned best and how they preferred to learn were converted to percentages. No statistical analyses were applied to these data. Responses from the five teachers participating in the study were reported per se. Costs for the production of the three media presentations were reported per se.

Findings

Hypothesis 1. With respect to the question about differences in effectiveness of the media approaches in producing cognitive learning there was a significant difference at the .05 level between pretest and posttest scores for fabric and fashion careers. The mean scores were higher for the tape-slide and career capsule presentations (Table 1).

TABLE 1. COGNITIVE GAINS IN STUDENT LEARNING ABOUT HOME ECONOMICS CAREERS USING THREE MEDIA APPROACHES: COMBINED MEANS FOR SCHOOLS

	HOME ECONOMICS CAREERS		
MEDIA	Food Services	Child Care	Fabric and Fashion *
Tape	8.58 (1,4) **	5.04 (2,5)	.84 (6)
Slide-Tape	4.20 (2,6)	6.96 (4)	10.86 (1,5)
Career Capsule	4.20 (5)	5.28 (1, 6)	5.58 (2,4)

* Significant at the .05 level
**Indicates schools as per Figure 1, p. 12.

Hypothesis 2. Analysis of data for the question about which media approach seemed most effective in producing student interest in the three career areas indicated a significant difference at the .10 level. The schools using the tape presentation had higher mean scores for interest in food service careers (Table 2).

TABLE 2. GAIN IN STUDENT INTEREST IN HOME ECONOMICS CAREERS USING THREE MEDIA APPROACHES: COMBINED MEANS FOR SCHOOLS

	HOME ECONOMICS CAREERS		
MEDIA	Food Services	Child Care	Fabric and Fashion
Tape	.94 (1,4) **	-.32 (2,5)	.04 (6)
Slide-Tape	-.34 (2,6)	.80 (4)	.48 (1,5)
Career Capsule	-.28 (5)	.38 (1,6)	.58 (2,4)

* Significant at .10 level
**Indicates Schools as per Figure 1, p. 12.

Hypotheses 3 and 4. In Table 3 the mean scores for males and females are compared by career area. There was no significant difference between males and females on the cognitive pretest to posttest difference scores for any of the three careers. Males, however, showed a significant increase in interest for food service careers while females did not. There was no significant difference

in the interest change for males and females for the other two career areas.

TABLE 3. COMPARISON OF COGNITIVE LEARNING ABOUT AND INTEREST IN HOME ECONOMICS CAREERS: COMBINED MEANS FOR SCHOOLS AND MEDIA

CAREER AREA	COGNITIVE LEARNING		INTEREST	
	Male	Female	Male	Female
Food Service	5.300	6.554	.45	-.06
Child Care	5.000	8.354	.35	.51
Fabric & Fashion	4.200	6.738	.28	.09

Hypotheses 5 and 6. Data to answer the question about the cognitive and interest effectiveness of media presentations for male and female students are shown in Figure 2.

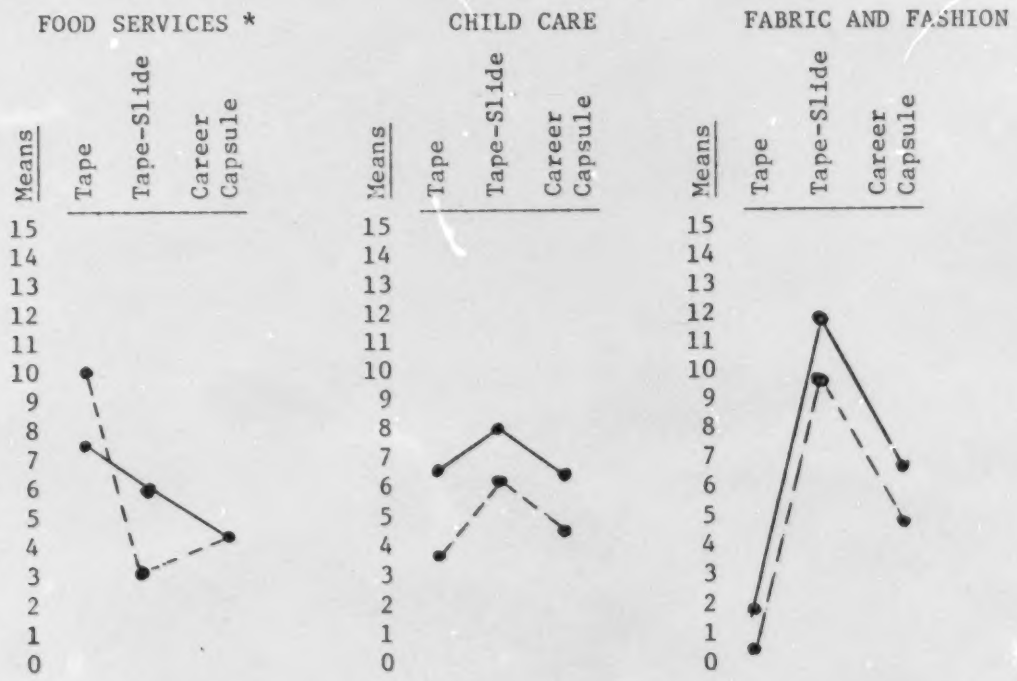
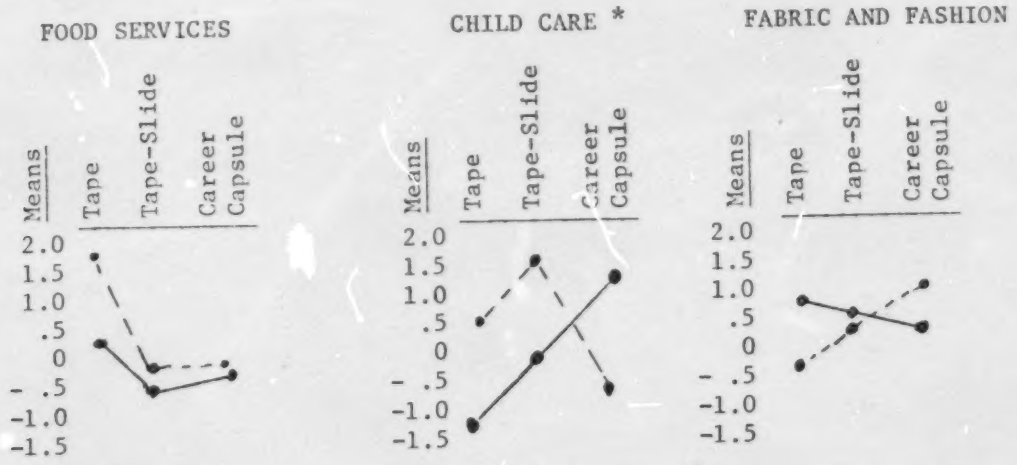


Fig. 2 Cognitive Gains of Male and Female Students in Eacho of the Career Areas by Type of Media Presentations: Combined Means

Interaction between sex and type of media presentation was found to be significant at the .01 level for food service careers but not for child care or for fabric and fashion careers, as can be seen in Figure 2.

Figure 3 plots the data secured to answer the question about gains in interest of students according to type of media presentation. Interaction between sex and type of media was significant at the .01 level for child care careers, but not for food service careers or for fabric and fashion careers.



* Significant at .05

Fig. 3 Gains in Interest of Male and Female Students in Each of the Career Areas by Type of Media Presentation: Combined Means

From which media approach did students feel they learned best? Table 4 indicates about 69 percent of the students felt the greate achievement when learning from a slide-tape presentation and over 50 percent felt they learned from the career capsules as well. Over fifty percent of the students indicated they learned little from listening to tapes.

TABLE 4. STUDENT FEELINGS OF ACHIEVEMENT WHEN LEARNING ABOUT HOME ECONOMICS CAREERS FROM THREE MEDIA APPROACHES: BY PERCENT.

	FEELINGS OF ACHIEVEMENT	
	Percent Learning	
MEDIA	Something/a Lot	Little
Tape	45	55
Slide-Tape	69	31
Career Capsule	59	40

N = 125

Sixty four percent of the students indicated preference for learning from slide-tape presentations and indicated the least preference for tapes (Table 5).

TABLE 5. STUDENT PREFERENCES AMONG THREE MEDIA APPROACHES FOR LEARNING ABOUT HOME ECONOMICS CAREERS: BY PERCENT.

	PREFERENCES AMONG MEDIA	
	Percent Learning	
MEDIA	Something/a Lot	Little
Tape	37	62
Slide-Tape	64	36
Career Capsule	52	47

N = 125

The five teachers indicated they felt students learned best from the slide-tape media approach and least from tape. They indicated

they preferred to use slide-tape.

Costs for producing the media for a single career area are as follows in Table 6.

TABLE 6. COMPARISON OF PRODUCTION COSTS FOR THREE MEDIA APPROACHES TO CAREERS IN HOME ECONOMICS

	MEDIA		
PROCESS	Tape	Slide Tape	Career Capsules
Interviewer	$25	$25	$25
Interviewees	25	25	25
Tape	1	1	---
Duplication of Tape	6	6	---
Photographer (all costs for delivered slides)	---	50	---
Photographer (all costs for delivered prints)	---	---	25
Preparation of Picture for Printing	---	---	7.50
Preparation of Written Material	---	---	50
Duplication (3 pages each; 100 copies)	---	---	12.09
TOTAL	$57	$107	$144.59

Conclusions

There does not seem to be any consistent differences with respect to effectiveness among the media. Although certain dissimilarities showed up, no trends throughout the entire study were apparent.

Recommendations

If the study were to be replicated, or if a similar study were to be undertaken, it is recommended that more schools and/or more groups of students within schools be involved in the study to increase the power of the test.

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APPENDIX A

Suggested Topics for Interviews

SUGGESTED TOPICS FOR INTERVIEW

Areas that we hope can be explored during the interviews:

the history and the outlook for the career area

how each individual selected the career area

the special education required for the career area

what you have to know to be able to be a success in the career area

special skills that each career person needs

special work habits that a person in the career area needs

special attitudes that each career person needs

the variety and kinds of jobs available in the career area

what is involved in each of the career areas -- what do you do on your job

any special suggestions to young persons considering careers

We are definitely hoping that the tapes will be a discussion and not just an answer and question series. We hope that each person will add his own special ideas and interesting comments so that young people will come from listening to the tape with a real feeling for the career area. If some of the above ideas don't come out -- others probably will -- these are only a few suggestions -- not an absolute list.

APPENDIX B

Pretest Instruction

WANTED

HEY PARTNER - - - - -

WE NEED YOUR HELP!!!!!!!

One of the most important choices that you will have to make is what career you will enter. One of the reasons that the choice is difficult is that there are so many possibilities and it is hard to find out about all of them.

In this research you will be presented three different careers in three different ways. We hope that you will learn something about each of the careers that will help you.

OUR BIGGEST PROBLEM AND WHERE WE NEED YOUR HELP IS - - - which of the ways was most helpful to you? Which one made you feel that you had gained information which would help you make a wise career choice?

FIRST -- we need to know where you are right now! Answer the questions on the following pages as best you can. If you don't know some of the answers don't worry. We simply need to know where you are right now. We will ask you some questions again at the end of the research. Any changes in answers will help us to evaluate the different ways of presenting career information.

This research is the basis for the development of additional career materials for next year. You can see we do need your help. THANK-YOU FOR GIVING IT TO US!!!!!

NAME _____

School _____

APPENDIX C

Cognitive Pretest

At the bottom of this page you will find space to write in answers indicating what you know about three Home Economics Related Occupations. Read the caption at the top of each column and then answer in the first row for Food Service Careers, in the second row for Child Care Careers, and in the third row for Fashion and Fabric C

Career Areas	Jobs a person does at work in this career area.	Subjects which will help persons in this career area:	Special skills persons this career need includ
Food Services			
Child Care			
Fashion and Fabrics			

ing what
at the
rs, in
d Fabric Careers.

persons in ed include:	Attitudes that would be most helpful in this career area are:	Work habits that a person in this career need includes:	Amount and types of education needed for this this career:

APPENDIX D

Interest Pretest and Posttest

On the first page you told us what you know about the careers. On this page we need to learn how you feel about careers and ways to learn about them. THERE ARE NO RIGHT OR WRONG ANSWERS!!!!! An answer is right if it is right for you!!!!!

INSTRUCTIONS: *Please give your reactions to the following list of statements regarding home economics careers, ways to learn about careers and career concerns. Work rapidly. Record your first impression -- the feeling that comes to mind as you read the item.*

Draw a circle around AA if you completely agree with the item.
Draw a circle around A if you are in partial agreement.
Draw a circle around N if you are neutral.
Draw a circle around D if you partially disagree.
Draw a circle around DD if you totally disagree.

AA	A	N	D	DD	1.	I feel I know enough to make a choice about food service careers.
AA	A	N	D	DD	2.	I feel I know enough to make a choice about child care careers.
AA	A	N	D	DD	3.	I feel I know enough to make a choice about fashion and fabric careers.
AA	A	N	D	DD	4.	Given the opportunity I would like more information on food service careers.
AA	A	N	D	DD	5.	Given the opportunity I would like more information on child care careers.
AA	A	N	D	DD	6.	Given the opportunity I would like more information on fashion and fabric careers.
AA	A	N	D	DD	7.	I will probably try to get more information on food service careers.
AA	A	N	D	DD	8.	I will probably try to get more information on child care careers.
AA	A	N	D	DD	9.	I will probably try to get more information on fashion and fabric careers.
AA	A	N	D	DD	10.	I like to learn best about careers when the information is in printed form.
AA	A	N	D	DD	11.	I like to learn best about careers when the information is presented so I can see and listen to it.
AA	A	N	D	DD	12.	I like to learn best about careers when the information is presented so I can listen to it.
AA	A	N	D	DD	13.	Home economics careers are necessary for our society.
AA	A	N	D	DD	14.	Home economics careers are mainly for girls.

SPECIAL COMMENTS:

APPENDIX E

Cognitive Posttest

INSTRUCTIONS: In the first column below explain what
Occupations do on their jobs. In the
know, be able to do and special compete
area.

Career Areas	JOB DESCRIPTION	SUBJECT MATTER	SPECIAL SKILLS
Food Services			
Child Care			
Fashion and Fabrics			

explain what persons in each of the three Home Economics Related
obs. In the other columns explain what career persons would have to
pecial competencies that would make them a success in their career

L SKILLS	ATTITUDES	WORK HABITS	EDUCATION

APPENDIX F

Posttest Instructions

Name _____

School _____

Recently you had the opportunity to learn about three different careers in three different ways. We now need to know what you learned and how you felt about what you learned. This information will help us to develop additional career information so that it best meets the needs of students like you.

PLEASE ANSWER ALL QUESTIONS ON THIS AND THE FOLLOWING PAGES.

Thank-you very much for being our experts in this Research. Best wishes for a great summer.

INSTRUCTIONS: Listed below are the three careers and the three ways you learned about careers in this research. Use the numbers 1, 2, or 3 to indicate the amount you felt you learned. You can use each number once or several times for each question. Choose the number or numbers that best explains your feelings.

1 means learned a lot
2 means learned something
3 means learned a little

A.	___	Child Care	___	Fabrics and Fashions	___ Food Service
B.	___	Reading	___	Tape and Slides	___ Tape

INSTRUCTIONS: Now indicate how you felt about learning about each of the careers and in each of the ways. Again you can use numbers more than once to indicate your feelings.

1 means liked a lot
2 means liked somewhat
3 means liked a little

C.	___	Child Care	___	Fabrics and Fashions	___ Food Service
D.	___	Reading	___	Tape and Slides	___ Tape

APPENDIX G

Teacher Interview Schedules

TEACHER INTERVIEW SCHEDULE

1. In the space below indicate with the number 1 the media approach which you felt the students learned the most about careers:

   A. Tape _____
   B. Slide Tape _____
   C. Career Capsule _____

2. In the space below indicate with the number 3 the media approach which you felt the students learned the least about careers:

   A. Tape _____
   B. Slide Tape _____
   C. Career Capsule _____

3. In the space below indicate with the number 1 the media approach which you preferred to use with your students to help them learn about careers:

   A. Tape _____
   B. Slide Tape _____
   C. Career Capsule _____

APPENDIX H

Key for Coding Cognitive Responses

Career Areas	JOB DESCRIPTION	SUBJECT MATTER	SPECIAL SKILLS
Food Services	A B __ Prepare special foods __ Wash dishes __ Bus tables __ Short order cooking __ Cater special functions __ Dietician -- plan menus for sick or institutions	A B __ Foods courses __ Home Economics __ Classes plus exp. __ Business courses for cost control etc.	A B __ Creativity __ Work with special equipment i.e. knives hot pans __ Ability to prepar special foods __ Ability to buy special foods __ Ability to portio foods to make a profit
Child Care	A B __ School aides __ School teachers __ Child Care Center Managers __ Plan activities for children __ Help children in play situations __ Work with parents __ Home visits __ Keep files __ Plan facilities & equipment	A B __ Child Development __ Home Economics __ Play activities for children __ Play materials __ Knowledge of basic needs of all children __ Federal and state regulations for child care centers __ How to plan	A B __ Ability to work with children __ Ability to help involve childre in becoming sel motivating adul __ Helping children learn to coop-erate, clean-up __ Positive discipli __ Ability to talk w children and not down to them
Fashion and Fabrics	A B __ Buyer __ Consultant __ Store Manager __ Tailoring __ Upholstery __ Model __ Display __ P R __ Salesperson __ Checking money __ Ordering fabric and notions __ Stocking	A B __ Textiles __ Knowledge of Fabric Construction __ Knowledge of new Fabrics __ Pattern & Fabric Coordination __ Figure analysis __ Business courses __ How to measure __ Sizes of patterns __ How to order merchandice	A B __ Ability to sew __ Servicing customer so they will return __ How to measure for upholstery, drap __ How to cut fabrics

SKILLS	ATTITUDES	WORK HABITS	EDUCATION
ivity with special ment knives hot pans y to prepare al foods y to buy al foods y to portion to make a t	A B __ Willingness to work hard __ Ambition to learn __ Liking your work __ Liking to serve people __ Willing to work as part of a team	A B __ Willing to work long hours __ Willing to practice and learn from eexperience __ Punctuality & Business-like conduct __ Personal pride in Dress & conduct	A B __ High School class __ Work experience __ Vocational traini apprenticeship __ Jr. College __ Sr. College __ Interviews with career persons
y to work children y to help lve children ecoming self vating adults g children n to coop- e, clean- ve discipline y to talk with ren and not to them	A B __ Genuine interest in children __ Respect for children __ Helping children discover answers instead of telling them __ Patience __ Open __ Desire to continue to learn	A B __ Be consistent with children __ Stick-to-it-ness __ Patience __ Setting a good example __ Using positive discipline	A B __ High School class __ Work experience __ Vocational traini apprenticeship __ Jr. College __ Sr. College __ Interviews with career persons
y to sew ng customers ey will rn measure for stery, drapes cut fabrics	A B __ Desire to learn about fabrics __ Liking to work with people a. Customers b. Employees c. Salespersons __ Determination __ Willing to work long hours __ Liking to sew and general career area __ Willing to keep up to date on new fabrics and fads __ Willing to take constructive criticism	A B __ Help customers so they will return __ Be punctual and business-like __ Take pride in dress and conduct __ Learn from each experience __ Work long hours __ Able to speak-up __ Improve through evaluation of own work	A B __ High School class __ Work experience __ Vocational traini apprenticeship __ Jr. College __ Sr. College __ Interviews with career persons